

## Strategic Plan for SY 2015-2016

## Principal Practice Goal #1:

<b>Priority:</b>	All instructional staff will continue to internalize and deepen their mastery of the Common Core State Standards and PARCC by implementing high quality instructional strategies to facilitate College and Career Readiness
<b>SMART Goal:</b>	By June 2016 all classes will implement Common Core literacy standards with fidelity Selection of multiple texts (non-fiction) Multiple reads with text dependent questions Writing prompts Designing of Assessments utilizing the UbD approach
<b>Next Milestone:</b>	By November 2015, all staff will implement CCSS Standards for selection of texts and writing text dependent questions as evidenced in lesson plans. (R1 & R2, W1 & W2)

**Leadership Framework Competency/Indicator(s):**Curriculum, Assessment & Instruction- 2a. Promote Common Core Mastery, 2c. Planning Aligned to Common Core Mastery 2d. Measures for Common Core Master, 2f. Literacy Centered

<b>Drivers (Recurring High Leverage Actions)</b>	<b>Tasks to be completed (Specific Action Steps)</b>	<b>Metric/Outcome (Evidence to determine completion and impact of drivers &amp; action steps)</b>
PD to prioritize mastery of CCSS in Visual & Performing Arts	<ul style="list-style-type: none"> <li>Monthly Dept. Mtgs and/or focused on Mastery of CCSS</li> <li>Alignment of CCSS Standards with State Arts Standards</li> <li>LIFTT Mtgs</li> </ul>	IPDP Lesson/Unit Plans Walkthroughs Formal/Informal Observation Student Artifacts
Interdisciplinary peer observations (art tchr w/ history tchr, Dance w/ Physics Tchr, etc)	<ul style="list-style-type: none"> <li>Develop list of Teacher pairs</li> <li>Create a calendar of observations for each teacher</li> <li>Develop a user-friendly tool for the sharing of peer to peer feedback</li> <li></li> </ul>	Teacher reflection log indicating take aways and next steps
Use of Multiple Non-fiction Texts	<ul style="list-style-type: none"> <li>PD on selection of appropriate texts</li> <li>PD reading strategies for use with non-fiction text</li> <li>Include at least one text and one text dependent question identified</li> </ul>	Samples of Text dependent questions and writing prompts Student Portfolios Observations/Walkthroughs

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	in lesson plans	Assessments reading/writing prompts
PARCC	<ul style="list-style-type: none"> <li>• PD on PARCC (identifying types of text i.e. Themes)</li> <li>• Ongoing Staff Development Day</li> <li>• PARCC Readiness PD</li> </ul>	Survey from Teachers (pre-post PARCC)
Effective Teacher Framework	<ul style="list-style-type: none"> <li>• Identify observable practices for CCSS</li> <li>• Identify acceptable artifacts for implementation of CCSS</li> <li>• PD on Frameworks</li> <li>• Creating Common Assessments that include PARCC like questions and require students to answer in simulated PARCC environment</li> </ul>	Faculty Meeting Activities Departmental Meetings
Reflective/coaching meetings with VP's	<ul style="list-style-type: none"> <li>• Walkthroughs to identify literacy strategies in action</li> <li>• Looking at lesson plans &amp; feedback to identify literacy strategies</li> </ul>	Lesson plan feedback notes Walkthrough notes Informal & Formal Observations

### Principal Practice Goal #2:

<b>Priority:</b>	Continue to strengthen communication with parents, with a focus on strategies to provide support for academic success  The second focus is on all returning students who were either on the SST student priority list (2014-2015) and/or who failed multiple classes.	
<b>SMART Goal:</b>	By June 2016 100% of freshmen and At-Risk (academic and behavioral as determined by previous referrals and grades) students will have been provided a solid foundation that addresses their affective and cognitive needs as a result of a (lower) number of referrals, progress in English and Mathematics classes, with the addition of the daily 80 min block, and overall progress in coursework	
<b>Next Milestone:</b>	By October 2015, students will be identified, parents will be notified of the individual learning plan that will be implemented	
<b>Leadership Framework Competency/Indicator(s): 2e. Academic Interventions, 3a. Safe and Strengths Based Culture 3b. Family Engagement Around Supporting Growth, 3c. Student Efficacy</b>		
<b>Drivers (Recurring High Leverage Actions)</b>	<b>Tasks to be completed (Specific Action Steps)</b>	<b>Metric/Outcome (Evidence to determine)</b>

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		completion and impact of drivers & action steps)
Below Level: Daily 80 min block ELA & Math  At Level: Daily 80 min ELA & 80/40 Math block  Weekly Advisory Program	<ul style="list-style-type: none"> <li>• Implement Intensified Algebra program</li> <li>• Implement Non-Academic Skills component for Advisory Program</li> <li>• All Freshman students were scheduled for an additional minutes of Math &amp; ELA every day based on 3 levels</li> <li>• Use research-based strategies such as teams, peer leadership and transition activities as the foundation of our program</li> <li>• Utilize components of Steve Covey's Habits of Highly Effective Teens</li> </ul>	<ul style="list-style-type: none"> <li>• Freshmen Diagnostic assessments</li> <li>• Cycle 1 Report Card</li> <li>• Referrals</li> </ul>
Peer Leadership Program	<ul style="list-style-type: none"> <li>• Identification and selection process for Peer Leaders (Interest Application, G.P.A, Teacher Recommendation)</li> <li>• Training Seminar for Peer Leadership Program based on the Transition Project : Princeton Center for Leadership Training</li> <li>• 2 Overnight Retreats(Beginning &amp; Mid-year)</li> <li>• Monthly Team Meetings of Peer Leaders</li> <li>• Establish Afterschool Tutoring/Mentor Sessions</li> <li>• Quarterly Team meetings w/ Peer Leaders &amp; Administration</li> <li>• Implement 16 40 min sessions with Freshman</li> <li>• Establish Family Night for Freshman Parents &amp; Students</li> </ul>	Student Surveys

### Principal Practice Goal #3:

<b>Priority:</b>	Establish, equip and structure Teams to effectively support the academic and environmental needs of Arts High School based on School Goals, Values and Beliefs
	By June 2016 all staff members will play a critical role on an Academic and Non-Academic Teams that will drive the vision and mission of Arts

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<b>SMART Goal:</b>	High School	
<b>Next Milestone:</b>	By October 2015, all staff will be placed on a Team: Academic Team & Non Academic	
<b>Leadership Framework Competency/Indicators: Transformational leadership-4c. Adult Alignment, Organizational Leadership-5a. Quality and Management of Teams</b>		
<b>Drivers (Recurring High Leverage Actions)</b>	<b>Tasks to be completed (Specific Action Steps)</b>	<b>Metric/Outcome (Evidence to determine completion and impact of drivers &amp; action steps)</b>
Structures of Teams	<ul style="list-style-type: none"> <li>• PD for Administrators on Teaming</li> <li>• Re-establish clear purpose of Teams by developing the goals and data gathering to support</li> <li>• PD for Team Leaders</li> <li>• Re-establish protocols &amp; procedures of effective Teams</li> <li>• Create schedule of Team Meetings</li> </ul>	Agendas Minutes Artifacts Data
Advisory Curriculum (Two 40 Minute blocks per month)	<ul style="list-style-type: none"> <li>• Research Advisory Curriculums with SST</li> <li>• Utilize components of Steve Covey's Habits of Highly Effective Teens</li> <li>• Schedule topics</li> <li>• In Service Staff for delivery (where needed)</li> </ul>	Feedback from Students & Teachers Student Surveys Student Notebooks/Journals
Reflective/coaching meetings with VP's	<ul style="list-style-type: none"> <li>• Monitor &amp; support participation of teachers in Teams</li> </ul>	Sign-in sheets Notes logs